

## **Lesson #2: Patriot or Loyalist?**

**Title:** Patriot or Loyalist?

**Overview:** In this lesson, the students will begin by participating in an activity simulating decisions that colonists from varied backgrounds had to consider when choosing the Patriot or Loyalist side during the American Revolution. The students will take that information and transfer it to the time period of the American Revolution. The class will then discuss the breakdown of Patriots and Loyalists in the SC backcountry and how the siege at Star Fort in Ninety-Six was representative of this breakdown.

**Goal:** The students will gain a better understanding of why colonists chose to be Patriot or Loyalist during the Revolutionary time period.

**Objectives:**

- The students will participate in a simulation activity that will put the decision of being Loyalist or Patriot into a more personal context. They will then take that information and transfer it to the American Revolutionary time period.
- The students must ask good questions concerning the colonial roles they are given in order to predict what side the various colonists would choose.
- The class will have a discussion based on the decisions that they made for various colonists depending on their place within colonial society.
- The class will determine what role Loyalists and Patriots played in the siege at Star Fort in Ninety-Six in 1781.

**Essential Questions:** What was a Loyalist? What was a Patriot? What considerations (economic, religion, political, etc. . . .) would be made when colonists chose between remaining loyal to the Britain or siding with the Patriots? What role did Loyalists and Patriots play at the siege of Star Fort in Ninety-Six, SC?

**Time Required:** Approximately 2 sixty minute classes

**Standards Addressed:** USHC Standard 2.2

**Materials:** Excerpts from Patrick Henry's speech before the Virginia Convention

Excerpts from Samuel Seabury's "Letters of a Westchester Farmer"

Role Cards that are handed out to the students

Computer and projector

**Procedures:**

1. As students walk into class, hand them a card on it that has a student "role" on it from within the school (see attached). This will set up the simulation game.
2. Begin class by putting the ppt up explaining that the school administration has made new "rules" for this school year. Go over the rules with them and tell them that there is an alternative, they can start a new school. The teacher will be providing the funding and it will function under a much more democratic rule where they, the students, will be much more instrumental in the formation of rules, enforcement, and consequences.
3. Now, they must look at their card with their student "role" written on it. They must strongly consider all the pros and cons of both choices and make a choice that would be in the best interest of their student. Then they will write down a quick 1-2 sentence explanation of why they chose as they did.
4. The class will then continue with the ppt going through each student "role" that was handed out and have the students that represented them explain why they chose as they did. (see chart on ppt)
5. After a discussion of the reasoning behind the choices made, the teacher will pull up the next 2 slides in the ppt. The first slide is an excerpt from Patrick Henry's "Give me liberty or give me death" speech. The class will analyze the quote and determine what Henry was saying and whether he was patriot or Loyalist. The next slide is an excerpt from Samuel Seabury's speech. This will help the students better understand the political stance of loyalists and Patriots at the time.
6. Then the teacher will go to the next slide which shows a list of various roles that colonists held during the American Revolutionary time period. The class as a whole will complete the chart in the ppt choosing whether or not each colonist would choose Loyalist or Patriot and WHY.
7. Once they have completed the chart, the teacher will discuss the siege at Star Fort in Ninety-Six and the role that Loyalists and Patriots played there.
8. Then, the students will fill out their Star Fort – Anticipation Guide to see how much they know about Star Fort BEFORE watching the video. The class will then watch the video on Star Fort noting the roles Loyalists and Patriots played there and the impact they had on the outcome of the Revolutionary War in the South Carolina Backcountry. After the video, the students will go back and see if their assumptions were correct.
9. For a grade, the students must write a short essay (at least 5 sentences) on the role that Loyalists and Patriots played at Star Fort. This will be turned in at the end of the class period or as a homework assignment depending on time allowed.

**Resources:**

<http://www.history.org/almanack/life/politics/giveme.cfm>

<http://www.time.com/time/magazine/article/0,9171,712248,00.html#ixzz1QWkFPFqZ>

*Ninety Six: Crossroads of a Revolution*. Film. Whittier, CA: Finley-Holiday Film Corp, 2010. From the National Park Service Film. 2010.  
<http://www.eparks.com/store/>

**Evaluation:** 1. Observation and Participation in the simulation activity and class discussion. 2. The students will turn in their Star Fort – Anticipation Guide and a short essay (at least 5 sentences) explaining the role that Loyalists and Patriots played at the siege of Star Fort in Ninety-Six in 1781.

### Student "Roles" in Simulation Activity

Student Athlete with potential for a scholarship	Top 10% of Class	Average Student – Not involved in any school activities	Good student – Mom is on the School Board	Rebel – many referrals	SGA Class VP
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## The Siege at Star Fort – Anticipation Guide

Read through the statements below, and on the line to the left, mark whether your AGREE (A) or DISAGREE (D) with the statement.

### Before Viewing

### After Viewing

- |       |   |       |
|-------|---|-------|
| _____ | 1. Star Fort is the site of the longest field siege of the Revolutionary War Battle.            | _____ |
| _____ | 2. Star Fort was the site of a major Patriot victory.   | _____ |
| _____ | 3. Ninety-Six got it's name because it is approximately 96 miles from Columbia, SC.             | _____ |
| _____ | 4. Ninety-Six was a busy settlement in the backcountry Of South Carolina.                       | _____ |
| _____ | 5. Ninety-Six was the first land battle to be fought in the Southern Colonies.                  | _____ |
| _____ | 6. Andrew Pickens chooses to fight against the British after Loyalists troops destroy his home. | _____ |
| _____ | 7. Star Fort is attacked under the Patriot leadership of Nathaniel Greene.                      | _____ |
| _____ | 8. Ninety-Six remains a hub of activity until the Civil War.                                    | _____ |
| _____ | 9. Most Loyalists, like John Cruger, were not allowed to remain in America after the War ended. | _____ |

After viewing the video on Star Fort, go back to the statements above and mark on the right side whether you AGREE (A) or DISAGREE (D) with the statement.